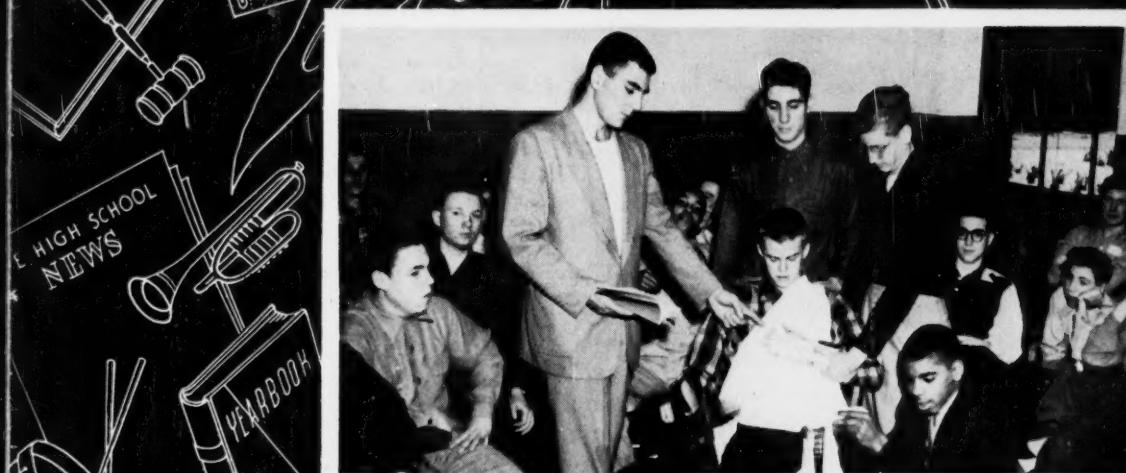


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School Activities

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VOL XXIV, No. 7**March, 1953**

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 50 cents. \$3.50 per year.

Entered as second class matter, December 1, 1930, at the post office at Topeka, Kansas, under the Act of March 31, 1879, with additional entry at Lawrence, Kansas. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



Because it will soon be time to plan for the commencement season, suppose we sing again our "Graduation Program Theme Song." It runs like this, "NO unacceptable student speakers; NO unacceptable outside speakers; NO unsuitable topics; NO over-emphasis upon scholarship; NO mimeographed programs; NO disorganized (unorganized) presentation of diplomas; NO wearing of flowers on the gowns; NO unnecessary announcing of program numbers; and NO cheap and tawdry decorations."

In planning this very important educational event substantial help may be obtained from "The 1953 Commencement Manual" (\$1.50) published by The National Association of Secondary School Principals, 1201 Sixteenth St. N. W., Washington 6, D. C.

Concerning gifts of valuable merchandise to the football and other school "Queens," The Kansas State High School Activities Association says "Such events are a part of the general high school sports program and should not involve any degree of commercialism. It is still the accepted practice to present the Queen with a bouquet of flowers, and this should be done by the student council or other student organization within the school." To which we shout "AMEN."

In some states there is no specific legal authorization for the use of school busses in transporting students for extracurricular activity, although they are commonly used for this purpose. In these states some local rabid anti-school person could easily cause serious embarrassment and trouble. Which is another way of saying that the schoolmen concerned should either (1) obtain the necessary favorable interpretation from the attorney general, or (2) promote the legislation which will make such transportation legal.

Two-platoon football is on the way out; it should never have been allowed to find its way in.

Now comes another story of how a student council organized, promoted, and managed a school building rejuvenation project—undoubtedly much to the delight of the school board which did not have to pay for the job. While promoting school beautification by means of murals, pictures, plants, flowers, etc., can be justified as a student council project, cleaning, refurbishing, and rebuilding cannot; they do not represent proper student council activities. Nor are such projects complimentary to the community whose responsibility it is to provide and maintain a respectable school building and campus.

According to a recent investigation of 88 school systems, about 30% do not make any special social recognition of their new teachers. Not very consistent on the part of those administrators who talk loudly about faculty, school, and community morale but make no provision for this elemental courtesy! Perhaps, in case the local administrators are that unconscious, the student council might make the suggestion and help to deunconsciousify them. Obviously, planning and handling such a suitable reception or party is not a responsibility of the student council, but it could assist with such planning and handling.

SCHOOL ACTIVITIES is always looking for photographs reflecting all kinds of extracurricular activities. Quite probably your school has such pictures. Very surely our readers would like to enjoy them. OK?

Among other things the recent study of extracurricular activities by a group at the University of Indiana School of Education showed that there is (1) a lack of student-teacher planning, especially in objectives, (2) insufficient emphasis at faculty meetings, (3) relatively little individual counseling, and (4) practically no recording of participation on the cumulative record. Because of his general responsibility, the school administrator will have to accept the blame for these and similar weaknesses.

The process of formulating a student code of ethics is a real challenge and promotes student organization, cooperation, and achievement.

Our School Code

YOUTH CAN MEET A CHALLENGE if given the opportunity. Where a need or adjustment presents itself, the student in high school often will take the initiative to solve his own problems by assuming leadership, working with fellow students, cooperating with his peers, and developing the answers to meaningful problems created in and by his own environment. The world is essentially one in which the young person of today must bear the burden of finding a way through the labyrinth of critical situations. The adult, yesterday's youth, has created the problem but has not found the solution. This adult has gone even further. He now stands as a judge condemning the youth, called the teenager, and yet has left no real standards by which the youth may live.

Is the boy or girl aware ultimately of the problematical crisis that faces him in his daily living? It is felt that he is keenly awake to the need of an ethical approach to living as a basis for his personal philosophy. In fulfilling this need, not only is he willing to assume the responsibility for setting up standards, but also he is capable of the leadership necessary to seek execution of his aims.

Niles Township High School is faced with student problems common to other similar schools. And like other schools we are always seeking a pattern to help in guiding students through the maze of their problems.

One of the aims of our classes in Problems of Democracy is to develop a healthy viewpoint toward civic and personal situations. This has been carried out through forums on citizenship, discussions as a result of viewing films on character, study of current news items, evaluation of historical events, and research into courses of human behavior.

From these generalities, one group of students brought out some specific problems which were at that time facing the students of our school. After analyzing the situations, it was suggested that our school needed a Code of Ethics that might be used as a basis for student

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LOIS LAMBERG**
*Niles Township High School
Skokie, Illinois*

behavior. Since all seniors were members of the six classes in Problems of Democracy, this idea was circulated to each group where it was greeted with enthusiasm to face the problem and eagerness to undertake its solution.

Each class, by different methods, brought forth suggestions and ideas which they thought might be incorporated in such a Code. After this, each class democratically elected two representatives, one boy and one girl, to form a committee to study and correlate the thinking of the several groups. This committee after many meetings discovered the magnitude of their task and depth of their undertaking and realized the need for a pattern by which to build a Code.

Anxiously hoping to find some help in this situation, the student secretary was instructed by the committee to write inquiries to other schools in the area and throughout the state concerning their Student Code. With one exception the answers showed no existence of any Student Code of Ethics. Deciding that this was a project which the group must solve for itself, they organized and planned a method of ap-



Unveiling the Code

proach. Knowing that many months would pass before their task would be accomplished, the committee established a regular time for meeting. This was to take place once a week in the evening from seven until ten in order to allow the members who participated in after-school activities to be present at all meetings.

After the first meeting the committee selected a permanent chairman and secretary after which an outline of procedure was developed. This committee formed a pattern based upon the suggestions of the classes. To do this, all ideas given them were discussed and evaluated. At times students who had made various suggestions were called upon to elaborate and explain their thinking.

Members of other classes were given an opportunity to express their ideas either in person or in writing. Members of the faculty were also invited to make contributions from their experiences. Through long hours the members of the committee culled over the many suggestions brought to them. Of course, there were differences of opinions, and it took many hours to agree to a satisfactory approach which was acceptable to all. To organize their thinking a list of ideas was written on the blackboard. Only the student members raised the questions pertaining to these concepts.

Next, members of the committee tried to formulate these principles into written statements. Out came dictionaries, the thesaurus, copies of historical documents such as the Declaration of Independence, the Constitution, the Bill of Rights, the Gettysburg Address, and the Fireside chats of the late President Roosevelt. They used these only as guides for good literary techniques but developed the principles in the Code according to their own ideas. After writing and critically analyzing the individual's statements, it was decided to formulate the Code into the following three parts: 1. A statement of the purpose of the Code; 2. A philosophy of the Code; 3. Specific statements of good ethical behavior.

As time progressed, individual ideas merged into a unified pattern for a successful Code of Ethics. At the end of three months the committee decided that no further progress could be made without assistance from the entire student body. Members of the committee appeared be-

fore a joint meeting of class cabinets and asked for assistance in presenting the tentative code to the student body for critical study. The members of these cabinets suggested that a presentation of the development of the code into its present form be made to each of the four grade levels—freshmen, sophomores, juniors, and seniors.

The following day assemblies were held simultaneously in four different places in the school. Members of the Code Committee orally reviewed the background and development of this tentative code. After these assemblies each student received in an envelope a copy of the tentative code and a questionnaire. Later that same day, after having an opportunity to read and discuss this document with their friends during lunch hours, all students met in their respective homerooms to discuss and to criticize the work of the committee. During this time members of the Code Committee were assigned to various underclass homerooms to answer pertinent questions.

Following homeroom discussions of the complete document, students were asked individually to write criticisms of the Code. The questionnaire was composed of a series of questions that were set up based upon the three sections of the tentative code, in order to give each student an outline to follow when writing his analysis. After each student had written his suggestions for modification, change, or addition, he was asked to sign his name. This was done for two reasons: first, students will give more careful thought to anything they sign, and secondly the committee felt it might call upon the individual writer for amplification or clarification of his ideas. At the suggestion of the class cabinets, the committee was enlarged to include two representatives of each class except seniors. This made a total of 18 members.

The faculty was asked also to send faculty representatives to the enlarged Code Committee. These two representatives joined with the two problems teachers, who had been previously working with the original group.

This enlarged committee, after carefully scrutinizing the wealth of material submitted by students and faculty as a result of the questionnaire, found that most criticisms fell into three or four categories. Considering all major suggestions with interest and concern, the committee

revised the Code to conform with the principal criticisms offered by the students and faculty.

Now the Code could be sent to the Golden Galleon, the creative writing organization of the school, to be examined carefully for the best form of phraseology, and for suggestions concerning form and clarity of the ideas already in the Code.

After all this time, at last the Code was ready for formal presentation. The Code Committee, assisted by the class cabinets, met to plan this impressive ceremony. While working out the phase of the program, Niles Township High School was privileged to have Don McNeil and his breakfast club give his broadcast from our school. When he asked if there was anything of importance that the students might wish to have him announce over the air, the chairman of the Code Committee, realizing the value of their work and hoping that it might serve as a guide to other young people, gave a copy to Don McNeil. Mr. McNeil impressed by the wide appeal it would have for many people, read the Code in its entirety over a coast-to-coast hook-up. Soon the committee received many letters of inquiry and congratulations in response to the reading of this code.

Subsequently, the day of formal presentation was set. Impressed by the seriousness of this task, plans were laid to make this an outstanding ceremony at an all-school assembly, to which were invited student and faculty representatives from sixteen of the neighboring high schools and about 250 parents of our students. Members of the Code Committee and class cabinets presented the Code in its completed form. The ceremony consisted of a presentation from one member of the Code Committee to a representative of each class in the school. After acceptance of the Code by these class representatives, a formal unveiling climaxed the presentation. Now appeared the Code inscribed on sheepskin in a bronze frame which was later set into the main pillar of the school in the center of the lower corridor.

All members of the school realize that a far greater task than writing the Code lies ahead. It is not intended that this Code be enforced through rules and regulations, but rather it should serve as a guide in developing good character. Its principles must be kept alive through constant vigilance in its application to citizen-

ship. The Ethics of this Code must be reflected daily in the lives of each individual student in helping him make his decisions and in establishing a basis for his own philosophy of living.

STUDENT CODE OF ETHICS

Niles Township High School

As a foundation for better citizenship, we, the students of Niles Township High School, desire to preserve our tradition and to encourage the advancement of our ideals.

We regard a person's individuality as one of his most priceless possessions. We believe in scholarship, which represents openmindedness toward knowledge and ideals; leadership, which undertakes the obligations of living in a democracy; service, which fosters personal responsibilities; friendliness, which recognizes no barriers of race, color, or creed; and respect for authority, which is a necessity in an organized society.

As American citizens we realize the need to develop character, to promote better government in defense of democracy, and to accept honesty and spiritual values in everyday living. In an effort to attain these ideals, we, the students of Niles Township High School, submit this code.

By the acceptance and practice of the following principles, we shall recognize a student of Niles Township High School.

He is honest in all his dealings with others, respecting their rights to private property and acquired knowledge.

He always displays a loyal school spirit by his acts of good sportsmanship as participant or spectator.

He strives to attain high standards of cleanliness of person, thought, speech, and behavior.

He observes all rules of safety for himself, as well as for others.

He avoids damaging and disfiguring any public or private property.

He is respectful, well-mannered, and courteous to everyone.

If he smokes, he will do so only in places permissible for a student to smoke.

He abstains from drinking alcoholic beverages where it would reflect upon the school and himself.

He refrains from organized or open gambling.

This code was adopted by the 1951-1952 student body of Niles Township High School as a guide toward high ideals of character and citizenship, and to serve until additions may prove necessary.

Our Cover

The upper picture shows a sophomore group of students in the Norristown, Pennsylvania, Senior High School. They were studying and practicing First Aid when the picture was taken. The instructor is S. Robert Polis. He is a frequent contributor to our magazine.

The lower picture was contributed by Miss Una Lee Voigt who is responsible for our Assembly Program section. It shows members of the Ninth grade class who presented the Easter production, "Legend of the Cross," at the Enid, Oklahoma, Junior High School. See page 232 in this issue for the student written production which was used for an Assembly program.

A School's Gift to the Whole Community

MILTON V. ROSE
Teacher-Leader
School Civic Club
Brooklyn, New York

The school must strive to interpret its program to the whole community. Too often it is assumed that the school's obligation ends with the parents. School-parent relations are important. However, the parent group may fail to include other community people, who as taxpayers, also contribute to the school's financial support and whose cooperation, if solicited in various ways, can add inestimably to the enrichment of the school program.

A school is a better one when it reaches the adults as well as children. The school must focus children's learning far beyond the confines of the classroom walls. Children must learn to know their own community through direct experience with the community and its resources. The community is the boys' and girls' larger classroom. The community is a living textbook which gives children increased knowledge, understandings, attitudes, and appreciations for good citizenship and useful, happy living.

The School Civic Club of P. S. 184, Brooklyn, discussed this vital concept and sought to interpret the school program to the total community. The club used as their means a "Community Exhibit of the Children's School Learnings." The activity was also an outgrowth of the club's two year concentrated study of their community resources.

The project was not presented as an end in itself, but as a means for reaching desirable school-community goals which were:

1. To strengthen school-community relations.
2. To publicize to the community the teacher-learning program in all areas, with emphasis on human relations and intercultural education, as well as international relations.
3. To provide opportunities for boys and girls to assume civic responsibility.
4. To solicit teacher-pupil-merchant participation in a neighborhood-wide project.
5. To enlighten the community about our program of modern education.

6. To provide an opportunity for children to evaluate and appreciate their school efforts and achievements.

The children took an inventory of the stores in their neighborhood and indicated the findings on a map of their community. Next, they decided to visit the stores which were best suited for window displays. The children described their plans to the merchants and requested window space. Seventy-two merchants volunteered their cooperation.

Now that they were assured of window space, the School Civic Club and classes participating in the proposed project discussed these problems:

1. What do we wish to accomplish with these exhibits?
2. What kind of displays shall we present?
3. What standard shall we use as our guide in preparing and choosing the class displays?
4. How shall we publicize the projects?
5. What work plan shall we follow and what materials will be needed?

Problems were attacked commensurate with children's level of thinking and experience. After solving these problems, the club formed the necessary work committees of children, teachers, parents, and others. The committees formed were: publicity, display arrangements, class visits, and evaluation.

The children returned to the respective stores and readied the displays which included contributions from the kindergarten, the grades, and the day adult education class. The displays included many areas of basic learnings, such as the language arts, social studies, science, modern mathematics, and arts and crafts. The themes emphasized were human relations, intercultural education, and social living.

Merchants manifested further cooperation by having their windows cleared and cleaned. In many instances, they assisted the children in arranging the displays. This afforded children and merchants opportunity to share their thinking, work, and ideals. The final count revealed sixty-nine class displays in seventy-two different stores spread community-wide. The exhibit was held for three weeks. Class visits were followed up with an evaluation of the project in which the children, parents, teachers, and the community participated.

The evaluation scale points were:

1. Does the exhibit meet a vital parent and community education need?
2. Does the event provide purposeful activity for school-community participation?
3. Does the activity foster good human relations?
4. Does the project highlight the modern program of education?
5. Does the exhibit give boys and girls an opportunity to evaluate and appreciate their school efforts and achievements?
6. Does the activity display the merits of a School Civic Club Program?
7. Does the event promote interest in our school by the community?
8. In what respects is the exhibit limited?
9. In what ways could the exhibit have been improved?
10. Should the Community Exhibit of school children's work be an annual affair?
11. Did the exhibit afford opportunity for the children to develop a working relationship with their community?

The evaluation indicated that The Store Window Displays served as a most successful method interpreting the school curriculum to the whole community.

Fallacies in the manner in which school finances were handled in some of our schools in the past are implicitly described.

Then and Now in School Activities: Financial Management

JERRY COMPTON was an honest boy. When a group of interested pupils met in the fall of 1912 to form an athletic association in the newly established high school, the school principal, who presided at the meeting, almost dictated Jerry's election to the position of treasurer. He did not name Jerry but he described the qualifications for the position in such detail that he practically ruled out other nominees. Therefore, the austere Jerry was elected treasurer without opposition. The principal wanted Jerry in the responsible, money-involved office, and he got it. Thereafter, it appeared, the principal gave the matter no more thought, either directly or indirectly, and designated no faculty member as his delegated representative to do so.

True, there was a faculty manager of athletics (he was elected by the boys on the football squad) but his duties were restricted to scheduling games and planning trips by teams. When he needed to buy railroad tickets for a trip by a team (that was before the day of busses) he had to go to Jerry Compton for the money.

A One-Man Show

Jerry ran the show of athletic finances. A membership drive was the first objective of the

J. R. SHANNON
San Diego State College
San Diego, California

athletic association after Jerry was elected treasurer. Thereupon, for a series of days, Jerry had a desk set up in the corridor facing the main entrance to the schoolhouse, from which he sold lapel tags to fellow-pupils and kept a record of purchasers to turn over to the secretary. The pupils evidently looked upon Jerry's position as the seat of the mighty, for they flocked around it like politicians around a favorite son, and this prestige impressed upon Jerry the gravity of his responsibility.

A week before each home game also found Jerry—morning, noon, and night—parked opposite the main entrance daily to sell tickets (reduced rates to athletic-association members.)

Jerry could not keep the gate at football games, since he was on the team, but he appointed some trusty to pinch-hit for him. On the occasion of the big game of the year, the one which later became the money-maker for the whole athletic program, the substitute did not arrive until the stands were almost full, and the total gate receipts were only thirteen dollars and

sixty-five cents (at fifteen cents for association members and twenty-five cents for others). That was the last football game of the year, however, and since Jerry was not on the basketball team, he looked after the door himself.

The schoolhouse was only a block from Jerry's home, and Jerry held a key to the building so he could come and go as his duties warranted.

Nobody except Jerry knew how much money was received, or when, from whom, and for what. Also, nobody else knew how much money was spent, or when, to whom, and for what. Jerry kept a cash book, to be sure, and it contained a gross statement of revenues and expenditures, but the accounting procedures were neither standard nor detailed. Jerry never wrote receipts, although he always demanded them from others. His accounts were wholly unsupervised and unaudited.

Nobody asked questions, and nobody seemed to suspect irregularities. And there were none. Had they not elected an honest treasurer?

Generalized Laissez Faire

The same laxity which characterized the administration of athletic finances carried over to other school activities. Back in the good old days, the emphasis in extracurricular activities was on *extra*. The faculty and administration of the school seemed to feel no responsibility, if even any interest. They saw no more reason for supervising pupils' school activities than for supervising their Saturday-night baths. A new principal came in during Jerry Compton's senior year, and he was ahead of his time in his enthusiasm for what he called "school industries," but even he showed no interest in their financial management.

Class dues and assessments, and club dues and assessments, were levied, collected, spent, and unaccounted for alike. Music activities and dramatic activities, involving hundreds of dollars for admissions, stage properties, and printing, were administered solely by pupils on the basis of pupils' decisions relating to amounts and purposes of various charges and expenditures. A phenomenally successful four-act play, "The College Ball," staged by the junior class in May, 1913, netted eight hundred dollars, a considerable sum in 1913, the year when the Federal Government started computing index numbers for the value of the dollar. *And the class spent every cent of it for a dance in June.*

The high-school magazine and the yearbook operated independently from one another in overlapping solicitations for advertisements and uncoordinated rates for space. No overhead supervision—or even concern—helped set policies or effect decisions. The first yearbook, published in 1914, left unpaid six hundred dollars of its printing bill, and the debt was not paid until a new principal came to the school seven years later.

A Check List of Errors

Those were the good old days. No paternalistic government was prevalent then to come snooping into pupils' private affairs. Things have changed in the intervening forty years. Not many schools are likely to duplicate the errors of the preceding generation, but for the circumstance self-analysis by a high-school principal or activity sponsor who would improve his practices by self-imposed regimen, the following check list of errors should be helpful. It is not designed to be a reminder of techniques, procedures, and basic policies on an exhaustive scale, but it summarizes some malpractices experienced or observed by one early enthusiast for school activities. The list may serve a better purpose through suggesting the progress which has been made in financial management of school activities since father was a boy.

1. Athletic associations were formed spontaneously by interested pupils, and interscholastic athletes represented this association or school club instead of the school as a whole.
2. The principal was too aggressive in behalf of a particular pupil whom he hoped to see elected treasurer of the association.
3. The principal presided over the meeting at which the association was formed.
4. No faculty supervision or sponsorship operated to help form policies, set up procedures, or influence decisions.
5. There was no faculty or other audit of accounts.
6. Accounting procedures were inadequate.
7. Receipts were not issued.
8. There was no uniformity in accounting procedures among the various school activities.
9. The faculty athletic manager served only to schedule games and arrange trips by teams.
10. The boys on the football squad elected the faculty manager of athletics.

11. The faculty manager, however, had to ask a high-school boy for every cent he spent.
12. Only the treasurer of a school club, class, or other organization knew the status of a fund.
13. Each activity was financially autonomous.
14. There was no school-wide compulsory or voluntary activities fee.
15. Naïve procedures for ticket sales were employed.
16. The treasurer of the athletic association used ticket selling as much as a device for showing off as for financing athletics.
17. Lapel tags were used to entice (or intimidate) pupils to "get into the swim."
18. Pupils acted as ticket sellers and gate keepers at games.
19. Laxity bobbed up in gate-keeping.
20. Caprice and lack of coordination characterized rates charged for admissions, dues, fees, and advertising.
21. An eleventh-grade boy was entrusted with prolonged possession of a key to the schoolhouse.
22. Money was spent foolishly.
23. Bills were left unpaid.
24. Nobody seemed to desire financial reports.
25. Probably no money was purloined, but who knew?

Editor's Note: This is another article in a series on "Then and Now in School Activities" by the same author.

A full program of student activities forms the vehicle by which initiative, cooperation, responsibility, and sound educational experiences are assured.

The Relationship of Student Activities to Guidance

THE UNIVERSAL NEED FOR GUIDANCE continuously becomes more prevalent. The overwhelming majority of school experiences designed for guidance purposes must bear in mind the entire student body. Guidance leaders must continually lift their eyes from the individual case studies and see the needs of the student community. Broad experiences involving large segments of the total school population must be planned, for all children come to school with general educational deficiencies in the realm of personal living as well as a lack of ability in the traditional academic studies.

What Constitutes Education?

The individual's education is the directional force which sets the course of his life. One's education encompasses all of life's experiences. The residue of these experiences constitutes the individual's education. Truly this resultant intangible is largely individualistic. The learner brings into a given experience a unique set of attitudes, interests, ideals, and purposes. He likewise emerges with a unique harvest of new meanings.

The Place of Activities in Education

Two pledges in an honor society enter the

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Director of Student Activities
University of Houston
Houston, Texas

initiation ceremony with the same grade point average, on the same courses, in the same school, under the same teachers. The one tolerates the procedure as farder, while his companion reaps new enthusiasm, gains high aspirations, and is humbly grateful for the honor he is receiving at the hands of his schoolmates.

This difference in character and personality was not made in the algebra class. It was made in the extracurricular phase of the students' lives. Let us hasten to remark that the basic elements were likely formed in non-school relationships.

The formal educational institution receives daily through its doors these sacred vessels. Each is capable of and justly due a multiplicity of educational experiences at the hands of the school designed to form them into participating citizens in a democracy.

Words encompassing lofty ideals can be read from many books. Maxims are often interspersed with word definitions. These do not automatically lead to right conduct. Right conduct results from learning acts. These acts are

the result of personal initiative. The learner must be offered many opportunities to exercise his free will.

Activities and Guidance

Student activities are a barometer which measures the effectiveness of practical education. If we are true educators, we purpose to develop self-reliance within the student. We offer him the tools of social intercourse and in the curricular classroom give him the theory of their use. Through the student activities the learner gains familiarity with the real workings of human relationships.

Our course in economics tells of the need for taxation to pay the cost of democratic government. Let the student activity sponsor a lecture by a noted scientist. Who pays the expenses? How is the program consummated? In this activity the students learn practical community civics, and can understand much better the justice of taxation than that mere theory taught through textbook material only. A sidelight into the nature of some persons will be given by the number who seek free "passes," and of others who desire official recognition but shirk duty and work.

By classroom instruction and the study required of them they learn of the world of knowledge and how to attain it, but by their participating in one or more of the many activities going on around them they learn to apply some of their new knowledge, gain confidence in themselves through successful performance of some responsibility, gain a feeling of "being one of the group," and gradually discover their interests and talents which will enable them to fit better into their segment of our society, to the benefit of all concerned. They have then been truly educated.

The ability and willingness to carry responsibility, the overcoming of purely selfish thinking and its resultant behavior, the conception and assumption of present duties, and the concessions that must often be made in most undertakings—these are some of the points educators must put over, and these are the components of education which are in so many institutions of learning being overlooked or neglected.

Conclusion

Teaching is a sacred profession. God deliver our profession from the professor who is content

to purvey simply his academic wares with no recognition of the more urgent need for allowing his young charges multiplied opportunities to exercise initiative, assume responsibility, sell others on an idea, follow through on personal and group projects, and to cooperate as a follower with his fellow students.

A full program of student activities forms the vehicle by which these educational experiences are brought to the school. In this area, the teacher ceases to be the dominating authority and assumes the minor role of a friendly observer, consultant, and adviser.

The School Yearbook

SISTER M. SUZANNE BURNS
Bagby Ellard High School
Madison, New Jersey

The yearbook should be the finest publication that the school is capable of producing within the limits of its budget. One vital safeguard for the success of the book is the proper choice of a sponsor. It would be foolish for me to urge each of you to undertake the production of a yearbook—not all of you would be interested in such a project—even though you might be very conscientious in fulfilling the assignment. Such an individual will not bring to the yearbook the spirit and spark it needs.

The yearbook will not be worth producing unless each year it is a new creation with challenging, new ideas, such as, striking page layouts and originality in art design.

Student interest in a yearbook cannot be denied. We may attempt to rationalize by telling ourselves that yearbooks have sentimental value only and this for adolescents. I sincerely believe that once we lose interest in the things that interest our students and fail to find humorous the situations they consider humorous, we have begun to lose our grip as good teachers.

If I were to ask how many of you still have your senior class yearbook from high school and how many of you have disposed of it, I feel certain there would be few, if any, of you who would acknowledge the latter situation; proof that if it is sentiment, it lasts indefinitely.

There are those critics who argue that a yearbook is expensive for the individual student. Actually the yearbook was invented to save money. Students have always been in the habit of compiling memory books of their school days which

have included many photographs whose total value was often considerably more than the modern yearbook. In an attempt at greater efficiency and less expense, the yearbook has taken the place of the home made memory book.

My high school has experimented with and considers highly successful its attempt to make the yearbook a cooperative venture including as many departments of the school as possible. The sponsor should maintain the overall supervision of the production, but as many students as possible should be permitted to participate. For young artists to see the drawings on which they have spent hours of work reproduced in the yearbook is a real thrill.

The camera enthusiasts who have learned to secure the necessary balance in pictures, to show a clear center of interest, to trace patterns of light and shade, find their medium of expression in the yearbook. English students will enjoy recognizing some personal or activity write-ups they produced in class actually in print in the yearbook.

Business students will have a feeling of satisfaction in a job well done if they follow out the school policies in the managing of the yearbook finances. Furthermore, students will have the valuable experience of working with one another. A sense of duty and responsibility is developed in organizing a book. Deadlines have to be met for editorial writeups, pictures, individual groups, art work, securing bids, making plans for finance, publicity, and sales. The value of the training gained by students involved in such a project cannot be minimized.

The yearbook is a powerful influence for promoting better relations with parents and the community at large by a more complete understanding of the work of the school. Many people in the community never see the inside of a school once they have left it and consider school improvements an unnecessary addition to the tax burden. If the yearbook does the sales promotion job for the school that it should, a great deal can be done to make the public aware of school progress and school needs. A glance at what New Jersey Teacher Colleges did last year on the bond issue is a case in point for good advertising. An alert staff will not forget to include items of civic pride, such as, a new park in the community, a notable gift to the town library by a public-spirited citizen. Such commendation often inspires others to do likewise.

A good yearbook can mold the character of student life. If it gives representation to such things as scholarship, good citizenship, and arts, and above all, the day-to-day non-spectacular work of the school, it will go a long way in bringing the best out of the student body.

Finally, the yearbook can prove to be a compact, readable, and available record of the year's activities, that the school itself will find useful. As an example, our school's alumni association was recently revived after a lapse of several years of inactivity. The committee in charge of the organization was glad to make use of the school's collection of yearbooks for the past twenty-five years in lieu of the more confidential records maintained in the school office.

The success of school publications depends materially upon the interest, capability, experience, and cooperative ability of the editor.

How Do You Elect School Editors?

ACH SPRING the question of how next year's student publication editors will be chosen becomes a live issue.

No particular pattern for choosing and selecting editors seems to have become established over the years. Usually the candidates who do not meet a specific set of requirements in effect will initiate agitation for changing existing rules. This, of course, may result in dividing the student body into two factions until the issues are settled.

ROLAND BING
Manager Student Publications
A. and M. College
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In the interest of peace and harmony as well as the continued growth of the school publications, a definite set of standards and a definite method of choosing editors should be placed in operation.

It is too late to lock the stable door after the horse is stolen and it is also too late to start thinking about requirements for the editorship of school publications after the elections have been held.

Many persons in school administration favor a system whereby no election for the editors of the school publications are held; but instead, the sponsor appoints the person whom he thinks most competent to fill the post.

To me this procedure leaves much to be desired since one of the objectives of any student activity program must be to foster democratic practices and ideals.

The only way that students can learn democratic procedures is to practice them. Even the most conservative of educators would readily admit that those ideas which are put into practice are the ones that are likely to be retained the longest.

The appointment procedure is not fair to the sponsor as it places him in a spot where he can be accused of unfairness and his effectiveness as a teacher can be endangered thereby.

Another extreme occurs in the election of school editors when no regulations or requirements exist and any student who might be remotely interested is permitted to become a candidate. Such races immediately become popularity contests with little regard for the ability of the candidates.

Such an election system is not conducive to building a strong publications staff. What student wants to work on a publication for two or three years only to have someone more popular, but who has never worked a day on the publication, receive the editorship.

In some schools the student council or a student publications committee will interview candidates and select editors of the newspaper, yearbook, and literary magazine. This system has proven to be somewhat more satisfactory than other plans that have been mentioned.

One of the most satisfactory systems in operation today combines some of the elements of all three systems.

This method calls for the election of the editors in student wide elections.

Certain eligibility requirements must be met before a student qualifies as a candidate. These requirements vary from place to place but there are certain common threads running through most of them, however.

Usually the candidate must be in good academic standing and passing in all his work. An experience requirement generally demands one year's satisfactory experience in work on the publication which the candidate wishes to edit. In most cases the sponsor or the publications board is the party that determines whether the experience requirements have been met. Many schools also require that any student wishing to become a candidate have the approval of the sponsor.

This system has to be modified slightly in cases where a particular publication is regarded as a class project. In such a situation, the requirements for eligibility could remain unchanged and the voting would be done by the class or organization concerned rather than by the entire student body.

Any plan that is placed in operation will develop a few flaws in the process of usage and this one is no exception. First of all the question arises as to what is done if no student can qualify as a candidate for the editorship of a particular publication.

The sponsor has two choices, to discontinue the publication, or to waive enough requirements so that the candidate who comes the nearest to meeting all the qualifications can be elected. When requirements are waived it must be made public that this waiving of requirements is for a one year period and that no similar future action of this type is anticipated. If there are qualified candidates, the requirements should in no case be temporarily revoked.

Many students and some faculty members, question the advisability of requiring academic proficiency in candidates for editorial posts. Their argument is based on the idea that activities are educationally beneficial and that since this is so participation should not be contingent upon passing academic subjects.

Such an attitude seems a sure way to scholastic suicide. After all, if a student wants to learn the newspaper business to the exclusion of his classroom studies, he could learn much faster by taking a job with a newspaper, and could earn money besides.

The entire activity program must be built around high academic standards. Just as we must meet all our obligations in life, so must a student meet more than one obligation, editing a publication, in school life.

Educational and vocational guidance can be augmented and supplemented by the information acquired during the activities of a Career Day.

Plans for a High School Career Day

AT THE BEGINNING of the second semester of last year one of the former graduates of our school changed her major in college. She had been a straight "A" student in high school and had made the dean's honor roll in her first three semesters of college, but her parents were disturbed because she had not found out what she really wanted to do until the third year of college.

This was brought to the attention of the administrators in our school who had a conference and decided the secondary school should have some program to help students and parents make future plans after graduation from high school.

Planning such a program was not as simple as it appears on the surface, but we decided to have a "Career Day." The principal appointed me as the chairman of a faculty committee of four teachers. Planning was started with writing for suggestions to other schools that we thought had a Career Day. Three schools replied and we found they had college days or nights and did not have a Career Day. So we were just as far from a definite plan after two weeks of talking as we were when we started.

One member of the committee suggested that we invite some of the student leaders to help us formulate a plan. The students chosen were representatives of the school clubs, newspaper, and student council. They were very helpful and suggested that we take an interest inventory of the four hundred students enrolled. The next morning this inventory was taken; each student was to list his first and second choice of what he or she thought they would like to do. From this inventory we chose large groups and tried to get people from our own community who were especially successful or interested in that field to talk to the larger groups.

We knew we had made a beginning and many parents and students cooperated and tried to help us plan for the future, but the program was started too late in the year and was planned too hurriedly to be very successful. Since many students and parents expressed a desire to have

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such a program next year, we will plan it for the first part of this school year. Planning for this will start with the early fall with a faculty committee and student committee doing the initial planning.

We plan to invite a group of citizens who are leaders in our community to meet with the student and faculty planning committee. The citizens invited for the planning will represent different professions such as a lawyer, doctor, president of the ministerial alliance, president of the parent-teacher council, a nurse, a housewife, a successful secretary, and the editors of our local newspapers. We hope that most of the citizens represented will have children in our school so that they will be especially interested and enter into the program as a school and community project.

An inventory will be taken of all students enrolled in the senior high school. The interest inventory will be tabulated by the commerce classes. From the inventory the following general groupings could be made with some added or omitted.

- I. Graphic Arts
 - a. Journalism
 - b. Commercial Art
 - c. Radio and Television
- II. Business
- III. Education
- IV. Law Enforcement. Law
 - V. Music
- VI. Engineering
- VII. Agriculture
- VIII. Scientific Work. Geology
 - IX. Medicine. Nursing
 - X. Building Trades
- XI. Motor Mechanics
- XII. Religious Education
- XIII. Finance
- XIV. Home Economics
- XV. Armed Services

Again we will ask as many representatives from our own community to be speakers for this day. An effort to obtain men and women who are outstanding in their particular fields of work will be invited to serve on each panel.

There will be a faculty chairman as well as a student chairman for each group. The faculty chairman should make suggestions to the planning committee as to the citizens they would like to invite to participate on his panel group.

Letters of invitation will be sent to each member of the panel groups at least two weeks before the event. Posters and window cards made by the art department, will be placed in the windows of various business houses. The two local newspapers and the school newspaper will help advertise the event so that the parents and all the community know about the event.

The commerce department will type the invitation letters and make up the program for the day. These programs will probably be mimeographed. Since the event will be held in the morning, the Home-making department will prepare coffee and doughnuts and cookies to serve during the morning to speakers and faculty members.

The student chairmen will hold several meetings preceding the event when the speech instructor will instruct them how to introduce the panel members and how to lead the round-table discussions at the conclusion of the discussion by the panel members.

Each student will be encouraged to attend the meeting of his first choice of work the first hour; then when the bell sounds, a ten minute intermission will be given when the student will go to his second choice. Some may want to hear a third discussion for he might learn that he could not spend as much time, supply the necessary funds, or be able to qualify for a certain career he has thought he would like. He may learn too, that he is not interested in any career discussed that he and his parents have planned for him.

The Future Teachers organization will be asked to serve as hostesses that day. They will greet the visitors and escort them to the assigned rooms where the faculty chairman and student chairman will in turn make them welcome and introduce them to the groups. The hostesses also will serve refreshments to the visitors during intermissions and at the close of the morning.

Our yearbook and newspaper photographers will take pictures of different groups for the yearbook and the local newspapers. The journalism teacher will be free from any certain group responsibility so that she will be able to visit each group during the morning and make a résumé of the affair for evaluative purposes and a newspaper article.

After Career Day this fall we will plan trips for those students who are particularly interested in certain careers such as a trip to the home of the large newspaper, The Daily Oklahoman, in Oklahoma City, Oklahoma, the large oil refineries of the Continental Oil Company in Ponca City, eighty miles from our town, the Oklahoma Furniture Company's factory located in our town, the making of Diesel engines in our own community.

Those interested in nursing will be able to visit one of the clinics and one of the nurse's training schools in our own community. One of the best examples of what can be done in soil erosion projects is near our town. A follow-up trip of most any career in which a student is interested can be planned.

Four of our state's leading colleges are within a radius of sixty miles of us so that any youngster who plans to go to college could visit one of them during the year. However, I think our administration plans a college night when all seniors from our county will be invited to participate.

Our Career Day will include all students enrolled in the senior high school as we think every youngster should be thinking seriously about his future plans long before his senior year. Since we have no Home Room period, it will be necessary to discuss and evaluate Career Day with the students during regular class periods following the event as well as to orient them for the event.

Letters expressing our appreciation of the time spent and the help in making our Career Day a success will be written to the panel members the following day. The commerce classes will be asked to write these letters but the principal of the high school will sign them.

This plan may have to be altered in many places but it is only a beginning and something worthwhile does not start perfectly at once, but

I hope the youngsters who have this experience will begin to give some thought to what they want to do after leaving high school. It will permit each student to experience a real-life experience.

This event, if worthwhile, will become an annual event and should be of service to both the

community and the school. I realize that this is a great responsibility for if it were not well-planned, it might be dropped. After an evaluation by the faculty, students, and discussion groups, I will know whether it will be worthwhile or not. It should serve as an excellent part of a guidance program.

Initiations, installations, programs, and activities provided for members of the various clubs can be made impressive, meaningful, and educational.

Ceremonies and Student Organizations

WHENEVER A SCHOOL has an active student body and a rather varied list of functioning activities, there arises the question of the initiation or an installation ceremony. What is a proper ceremony? No blanket statement of what is proper can be made for all clubs, groups, and forms of activities. A few rules of thumb might be applied by making a rapid evaluation by asking and carefully considering these questions:

What is the purpose of this activity?

Does it serve a small group with the same interest? Is it a group that serves the school as a whole? Is this a governing body? Is membership based upon achievement in a subject, general scholastic average, by election of students, or by some outstanding achievement in sports or science?

Does an initiation of any kind add to the purpose of the group?

Does an initiation add to the organization's prestige or unity?

Does the initiation, planned or used in the past, add to the initiated person's sense of belonging to the group?

Is the club or organization prominent enough to share its initiation of members with the whole school?

Will an installation impress the student body with the proper significance of the offices concerned or the organization in question?

Does the installation bring to those installed a deeper sense of responsibility to those who have placed them there or bring about a greater desire and interest in doing well?

What has been the procedure in the past?

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Were the results desirable? Should this be continued, discontinued, or revised?

Since clubs and organizations within the school meet with various needs, they, in planning for or against must consider the many questions in the light of the needs met, the individuals concerned, and the place in the school life as a whole.

A foreign language club can well plan its membership so that all who are enrolled in any class are eligible. On the other hand they may design a system by which achievement by the end of the first year makes membership available to those who are interested in the further study and participation in activities which are fun after a certain skill and fluency have been attained. For the latter, an initiation is quite suitable. It works well when planned to be rather simple, but in keeping with the nationality involved. For example, Latin Clubs often meet with each student wearing his idea of a toga. Initiates give short speeches or recitations or musical selections in Latin. After they are through entertaining for the club members, they receive pins and membership cards and then participate in appropriate Latin games and entertainment planned for old and new members. French clubs, after selecting eligible pupils, determine who would care to become members and often have similar types of initiation.

Other subject matter clubs can make their initiations just as appropriate. A chemistry club can require demonstrations of a harmless nature. Math Clubs often ask the new members to give

a trick proof. For example, why can an Irish potato be called as a witness? Seldom does the initiated come forth with the proof but a great deal of amusement comes from trying and from the final demonstration.

National Honor Societies definitely need some official ceremony to recognize achievement and to inspire others to make the same effort. However, the ceremony must be impressive but simple. Some activity planned before the whole student body with the older members participating in a way that indicates the purpose of the organization, the ideals to which its members are held, and an inspiring word to those who have the ability to achieve a similar honor are all in order. Likewise the administration of the oath of membership, the placing of official pin or emblem, and giving the certificate of membership are really a "must." Some other token, such as a small inspirational book, may be given at this time by the principal. A very impressive but simple device is a torch arrangement fixed to burn one of the chemical powders, such as used to produce different colors on burning logs, and to give light to the otherwise darkened stage. Also the use of tapping the new members by older members may be effectively employed in a ceremony of this type. The effective results of this sort of thing depends, I believe, on keeping the basic procedures the same from year to year. There may be small changes made for variety when such initiations take place more than once a year. These may well be the same for each quarter in which they appear. Members of an organization of this type often have special jobs for Career Days, "Students Teach" Day, dedication ceremonies, and times when the school is represented at a public gathering.

In studying procedures in schools where student government was very ineffectual, one omission of quite important magnitude was noted. No installation ceremony was held for the student officers of the Student Body or Association. No special recognition was made by whole school group nor by electing classes for the pupils placed on Student Council. In many of these schools, elections too, were poorly organized.

This business of student government is to produce more civic-minded citizens who are informed and educated for making wiser choices for public office. It follows, then, that students elected to places of responsibility should be in-

stalled in a manner to impress them with the solemnity of such governing duties and their duties to the whole group. Some similar procedure could be followed within the council, at least for all representatives. Classes should expect and receive reports after each Council meeting and decisions made, when necessary, so representatives have a real knowledge of wants of their own classes.

A simple ceremony, including acceptance of office speech, acknowledgment to supporters and helpers at election time, and an intelligent comprehension of the duties of the office he is accepting, an indication of willingness, and resolve to work with students, and with all in authority for the good of the school; oath of office and receiving the badge and implements of the office. Concerning this particular ceremony, the time when it is placed on the school calendar is most important. It should be late enough to come when the old officers report to the student body on the work of the year and therefore prior to final examinations and graduation while the student body is still as intact as it was at elections. It should not follow before the reports by outgoing officers are made and should not be put off until fall, if the effect is to be most desirable.

With overloaded classes and crowded schools of today, any initiation which might make for disrupted classes, disorder, or interfere with smooth classroom procedure should, for courtesy alone, be avoided by organizations. This would be quite evident, if the simple questions mentioned above, were thoughtfully answered before an initiation is planned.

School clubs and organizations can use the initiation and installation ceremonies effectively by developing simple, impressive ceremonies that may become traditional for uniting or amusing a small group or for inspiring responsibility, duty, or desire for achievement in the whole student body.

Since clubs often have assembly programs to share their work and fun with the student body and to create interest in subjects and club work, an occasional shared initiation in the form of an assembly, would be quite in order. Finally, all initiations and ceremonies should be carefully practiced and timed for smoothness to avoid unpleasant time circumstances if they are to be pleasant, effective, and impressive.

Student activities are probably quite valuable in promoting better orientation, social behavior, a balanced school experience, and preventing school problems.

College Students' Problems and Participation in Student Activities

THE ABILITY to get along with others is a significant factor in social behavior. The individual, however, is indeed rare who is without problems, or difficulties, that center around certain feelings of personal and social relationships that are a part of social behavior. Problems are not readily separated into segmented portions if one accepts the theory that each organism reacts as an organized whole. For example, a student who is troubled by his feelings of not being a part of social groups could be possessed by this feeling not only in all of his daily activities, but also this feeling could be closely interwoven with many other problems the student might have. Thus, not overlooking the above facts, it is only for the purpose of intensified study that certain phases of a student's life, and certain aspects of his behavior, are separated from the picture of the student's total campus life.

We who are interested in student activities may be able, by means of such activities, to help students who have difficulties in personal and social relationships. The American Council on Education, *Inventory of Personal Social Relationships*¹, Part II, includes several categories that seem important in the study of student activities. The categories in this Inventory are: (1) Belonging, i.e., participation in social groups, (2) Faculty Relationships, (3) Family Relationships, (4) Likeness to Others, (5) Opposite Sex, (6) Physical Well Being (as related to social experiences), (7) Social Experience, and (8) Social Skills. This Inventory tries to point out where, and to what degree of concern, an item is troubling a student. Consequently, the Inventory is not a test, nor is it thought of as a measure of personality.

Problems

Before we relate problems to participation in

¹ Cooperative Study in General Education: *Inventory of Personal-Social Relationships*. Princeton, New Jersey: Cooperative Test Division, 1950.

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student activities it might be interesting to determine who needs help, and in what problem areas. A study of over five hundred women was made at Michigan State Normal College, Ypsilanti, Michigan. The degrees of concern in the categories of the Inventory, ranking from the greatest to the least, were found to be as follows: (1) Social Skill, (2) Belonging, (3) Faculty, (4) Social Experience, (5) Opposite Sex, (6) Physical Well Being, (7) Likeness to Others, and (8) Home.

The fact that Social Skill had the highest average score shows that when this study was made the students felt, that of the eight problem areas, their greatest difficulties were in knowledge regarding such skills as, how to dance well, proper social etiquette, and how to express themselves verbally in a manner interesting to others. Since Social Skills showed a higher average degree of concern than Social Experience, it could mean that the students had more opportunity for social expression than skill in this expression. A great deal of effort is put forth to help students with problems in social skills at this particular college but still we apparently were not meeting the needs of all of the students. An even more sustained effort should, perhaps, be made to develop learning situations and social laboratories focused upon the attainment of social skills for all of the students on campus.

The category of Belonging, or participation in social groups, was practically identical in the degree of difficulty encountered as that of Social Experience. Student activities and group work in school organizations seems to offer rich opportunities in which to help students who have problems in this area. There is a great deal of fine work that is being done in social psychology and group dynamics with emphasis upon many

phases of mental health such as the feelings of Belonging described above.

We who work in student activities should be well informed concerning the group process as well as the work that is being done in non-directive group therapy. It is through the acquisition of such knowledge and techniques that we could be better prepared to help students.

Perhaps, from a faculty viewpoint, it seems that the faculty-student relationship may be smooth. This apparent untroubled state could be due to the fact that students are often on good behavior or relationships, when marks or grades, are the ultimate aim in classwork. However, underneath this composed classroom exterior are often many unexpressed resentments and fears on the part of the students. In the area of student activities rapport should be readily established between advisers of organizations and student members without fear of academic pressures. The students rated Faculty Relationship as being the third high area in degree of concern. Such items as lack of informal social contacts, no time outside of class to discuss class problems, and instructors failing to realize students, other obligations, were some of the items in this category. An effort needs to be made both on the part of the students and the faculty to bridge these gaps in student-faculty relationships.

Since, out of eight classifications, Social Experience ranked fourth, this indicates the students were somewhat concerned about their lack in social background. This could stem from the home, high school, or college. Many students who are concerned are often too shy, lackadaisical, or apathetic to take advantage of the opportunities for experiences that are offered. Here again is a challenge—how to interest these students in experiences that ultimately will help them with their problems.

The lowest average classification score was that concerning Home Relationships such as broken homes, parental advice, or restrictions. None of the students who took part in this study were living at home, but were staying in college residence halls. The fact that these students lived in dormitories may have been an influencing factor since home relationships were apparently not troubling the students on campus as much as were their other problems. Had these students

been enrolled in a community college the results might have been quite different.

Faced with the knowledge of the degree of concern of the students in certain areas there are a few recommendations that might be made such as:

1. Student leaders, many of whom are potential teachers and future advisers of organizations, should be conscious of the above problems of students. Training clinics, or workshops, for student leaders should, in part, center their programs around the development of more satisfactory personal and social relationships.
2. Advisers of student organizations should have an awareness of students' needs in the problems areas of personal-social relationships.
3. To alleviate students' anxieties in relation to the above problems, goal-directed organizational aims should be focused upon helping students face their difficulties.
4. Programs for in-service training of staff members should include special training in guidance for those who are closely associated with student organizations, as well as merely furnishing training for academic counselors.

Student Groups with Problems

Where do we find these students who are having difficulties in personal-social relationships? First, let us bear in mind that the average score of the students in this study does not mean that those who were above the average were well adjusted, and those below were poorly socially adjusted. It is possible that the entire group average could be much lower or higher if the women in this study were compared with students in other segments of our society.

Several groups of students, at the time of the investigation, were above the average, or had a higher total degree of problems than that of the hundreds of respondents who took part in the study.

These students were:

1. Freshmen and Sophomores.
2. Those in residence 2, 4, and 5 semesters.
3. Students who were under twenty and over twenty-five years of age.
4. Majors in Art, Early-later Elementary, Li-

brary, Music, Non-teaching, Physical Education, and Special Education.

5. Students who worked between 13 and 24 hours per week.

6. Those who earned between 26 and 100 per cent of their college expenses.

7. Students who had no church preference, or whose preferred church had no club on campus.

8. Non-sorority members.

The above known facts might give student leaders as well as advisers of students and of student organizations and personnel workers points for initial contacts or for further investigation, particularly if they wish to help students who are having difficulties in personal-social relationships.

Problems and Participation

The student activities program seems to offer many opportunities for students to be with other campus members in nonacademic situations. Oftentimes many of the students who take part in student activities appear to be less concerned with problems dealing with personal and social relationships than do those students who do not participate in campus activities. Freedom from these problems could be true for some of the active participants, and perhaps the campus leaders, but is this true of the total population of students?

Before the answer to this question could be determined certain criteria for the measurement of problems and of participation had to be established. The measurement of problems, by means of the Inventory, was explained in the first part of this article. Participation was measured by the number of hours students spent in all organized, non-credit, student activities for a period of one month.

Although the correlation between the total number of hours spent in all student activities and the total degree of difficulty, or problems in personal-social relationships was low, there were several interesting factors that emerged.

The average number of activities in which students engaged was almost four. Students who had a *higher* than average degree of problems spent time in 1, 2, 3, and 6 activities. Thus the

reverse was true, i.e., those who had *fewer* than the average problems took part in 4, 5, 7, and 8 activities. This does not mean that to have fewer problems a student should seemingly take part in more activities. However, some selective factors seem to be present.

Continuing the study of the relationship between problems and participation it was thought to be desirable to determine where this relationship occurred if it did exist. Groups of students who had a *lower* degree of total Inventory problems, and who spent *over* the average amount of time in student activities were found to be:

1. Juniors and Seniors.
2. Those in residence 6, 7, and 8 semesters.
3. Students 17-19 and 26-28 years of age.
4. Majors in Occupational Therapy.
5. Students who worked 5-12 hours per week.
6. Those who earned 1-25 per cent of their own expenses.
7. Those whose preferred church was one with a club on campus.
8. Sorority members.

Here again it is difficult to say that in any of the above groups that either the low degree of concern as measured by the Inventory, or the high degree of participation, was the causal factor in the relationship. However, we cannot disregard the fact that when the study was conducted, it would appear as if some adjustive influences might be at work in one or both instances.

Significant results were found when the average scores of the eight classifications in the Inventory were compared to various activity groups. It should be recalled that a higher than average score in any Inventory category indicated a greater degree of problems in this area. When the relationship between the degree of problems in the Inventory with the extent of participation by these certain activity groups was the point of reference the following results were found:

1. The Belonging score was *lower* than average for those who spent *over* the average amount of time in Educational events (events sponsored for the purpose of exchange of ideas for mental stimulation, such as departmental club meetings,

demonstrations, discussions, educational movies or trips, lectures, or vespers).

2. The Social Experience and Social Skills scores were *lower* for those who spent *over* the average amount of time in sorority events.

3. In Faculty Relationships the score of those students who spent *over* the average amount of time in Honor and Professional Fraternity events was *lower*.

4. With regard to Likeness to Others, Physical Well Being and Opposite Sex, the scores were all *higher* for students who spent *under* the average amount of time in Club activities.

5. The Likeness to Others score was also *higher* than average for students who were *lower* than average in Women's Recreational Activities.

6. In regard to Belonging, those who did *not*

spend *any time* in Sorority events had a *higher* than average score.

The above relationships between problems and participation appear as if student activities may have some influence upon the degree of difficulty students have in personal-social relationships. However, we must be cautious in claiming laurels for student activities. Perhaps, student activities may be one of many contributing factors in the relationship between problems and participation. If student activities are not the principal contributing factors in the above relationships we should be gratified if such activities seem to assist in any way. Students and faculty should earnestly search and be alert for all means by which students may be better prepared to face their problems, and also that they may become socially mature.

Cooperative organization, public relations, safety, citizenship, excellent workmanship, efficient production, other lessons are taught in a practical project.

The Industrial Arts Teacher Looks at Scenery Construction

THE PREVALENCE OF DRAMATIC presentations in our modern schools today brings with it the necessity of providing scenery and other physical equipment for the stage. Usually the task of providing this falls on the industrial arts teacher. Many shop teachers regard this as a necessary evil which interferes with their work. However, a closer analysis of the situation may show how this necessary evil can be turned to practical advantage.

In the first place it can be used as a practical application of the subject matter and tool processes taught in the industrial arts department. Admittedly, any activity could be justified on this basis and in certain isolated instances this may have been abused, but these cases are probably the exception rather than the rule. This danger of over-emphasis is present in almost any school activity.

In the second place this work can serve as a vehicle to bring the work of certain students, as well as the department as a whole, before the public.

EDWARD O. TAYLOR
Lakewood High School
Lakewood, New Jersey

All teachers are familiar with the so-called "mechanically inclined" student in contrast to the student which is academically inclined. The mechanically inclined student, given a hammer and nails can make it, but if asked to read and think in abstract quantities is completely baffled.

This type of student has a contribution to make to society and should be of concern to the educator. True we need our engineers and architects, but we also need our machinists and carpenters to translate the blueprints into machines and buildings. This type of student usually has hard going when it comes to academic work. He usually goes through school with little success or recognition.

In the work of scenery building, however, there is a chance for this student to achieve success and recognition. It would seem that this opportunity if properly capitalized would make

many friends for the school among the future taxpayers.

There is also the opportunity to demonstrate the effectiveness of teamwork. A sound effect coming in off cue or a light turned on or off at the wrong time could be just as damaging to a production as the leading actor missing his lines.

Safety, citizenship, cooperation, and numerous other lessons can be taught incidentally in this work.

Insofar as the mechanics of scenery building is concerned there are "Tricks of the trade" which shop teachers acquire either through experience or in the course of their preparation in college. There are certain phases, however, which should concern the administrator.

Scenery building can be reduced to three basic elements. These are, time, manpower, and material. The problem is to bring these three elements together at the proper time and place.

Local situations and policies vary to such an extent that it is difficult to generalize as to the method of bringing these elements to bear. However, certain questions arise which should be answered in terms of the local situation.

One such question in connection with the time element is: When is the scenery to be built? Should school time or shop class time be used? I should like to inject here, parenthetically, that in the case of scenery building there are certain factors which might make assigning a single activity period once weekly inefficient from a production point of view. In fact there is a strong probability that such a policy would so prolong the job of building the scenery that the students would lose all interest. Are we justified in this case in sacrificing educational benefits in the interest of efficiency? There could be arguments on both sides of the question.

In many schools the auditorium must be shared with other schools and classes. This calls for scheduling so that time is allowed for setting the scenery.

The second element to be considered is manpower. One source is the industrial arts classes. If the art department has a hand in the building of scenery, this department also may be a source. There seems to be no good reason for limiting the organization to industrial arts students how-

ever. In these days of overcrowded classes and schedules it has been necessary in some schools to form a student organization to take care of this work. This group frequently must function on its own without supervision. Citizenship can certainly be taught in this situation.

When the question of materials arises, costs must be considered. Building complete scenery sets is expensive. However, there are many short cuts which can be used effectively. An overturned chair covered with a piece of dark cloth can become a rock. A star-studded sky is needed? Merely punch holes in a piece of cardboard and project this through a slide machine.

I should like to suggest that the person in charge consult the shop teacher as early as possible—even give him a voice in the selection of the play. The shop teacher is in a position to know the limitations of his physical equipment and personnel. Also in some situations time will be needed to assemble equipment and material.

Much of what has been said of scenery can apply equally well to lighting. One caution should be added. There should be an inflexible rule that any home-made lighting equipment used on the stage should be built under proper supervision and conform to the specifications as set forth by the National Board of Fire Underwriters for stage use. The use of spotlights made from tin cans and unapproved sockets cannot be condemned too strongly.

Approved equipment is expensive, but with proper use and maintenance it lasts indefinitely. It is not uncommon in professional theatres to see spotlights which have been in use for twenty years.

Purchase of lighting equipment should be regarded as a long-time investment. One method would be to provide a small amount per year over a period of years for this purpose. In a few years a large amount could easily be accumulated.

Meanwhile there are places in every large city where equipment can be rented. The cost is nominal in terms of safety provided.

Considering the appeal this work has for the student not academically inclined, and the potential values for all who participate in dramatic productions, this type of student activity is easily justified.

What You Need

DISC RECORDERS

Masco disc recorders with public address facility and instant playback are now available in a new design with single pick-up arm for both 78 and 33½ r.p.m. A choice of models is offered with or without A.M. tuner. The playback arm incorporates a Turnover Cartridge for both LP and standard playback. The built-up amplifier delivers 3 watts. Input channels are provided for direct recordings from microphone, dubbing from other records and recording from radio. The unit is contained in an all plywood carrying case. Masco Electronic Sales Corp., 32-38 49th St., Long Island City 3, N.Y.

PROJECTION SCREEN

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The Selectrovision Screen is ideal for projecting slides in lighted rooms. This folding, and therefore easily portable, screen arrangement was primarily designed for use with the automatic and remote-controlled Selectroslide projector for 2" x 2" slides. It is equally well adapted for other manually operated still projectors with sufficient luminosity and also for motion picture projectors.

The new type "black" translucent screen shows brilliantly illuminated pictures free from disturbing reflections. A front surface coated plate glass mirror inside the shadow box guarantees sharp and well defined images.

Another feature of this method of projection is that the lecturer, as well as his equipment, is in front of the audience. By placing the screen diagonally into a corner near the window, the widest angle of visibility will be obtained.

The top and bottom of assembly form a box into which the entire unit may be placed. No tools are required to set up or disassemble the unit. Spindler & Sauppe, 2201 Beverly Blvd., Los Angeles 4, Calif.—School Executive

A NEW PEN

Flo-Master is the pen with the felt tip with which even an amateur can achieve the effects of pen, pencil, charcoal, crayon, and brush. Teachers have found hundreds of uses for it. The S-2A set, including Flo-Master (pocket size) four assorted felt tips, one fine mark adapter and 2 oz. Flo-Master ink, costs \$3.75, for sale at art, supply and stationery stores. (Cushman & Denison Manufacturing Company, 153 West 23rd Street, New York 11, N.Y.—Washington Education

KODAK DATA BOOK

A revised edition is now available of the **Kodak Data Book, "Slides,"** issued by the Eastman Kodak Co., Rochester 4, N.Y. This Fourth Edition carries recommendations and data on films, cameras, and projectors for slide making and has references to obsolete equipment and material which have been eliminated. It provides a comprehensive reference manual for all photographic workers interested in producing their own slides. The book sells at 50 per copy.—The Nations Schools

SOUNDVIEW PROJECTORS

Two new projectors which feature pushbutton remote control from any point in the room, brilliant 300-watt illumination. Both projectors are equipped with the 3.5 Coated Automar Lens in a choice of 3", 5", and 7" focal lengths. Model PS-43 is for use of 35 mm stripfilm. Model PS-63, in addition to pushbutton remote control of stripfilm, projects all 2" x 2" slides from a removable slide carrier. Sound may be added to either projector, with either fully automatic or pushbutton remote control of audio-visual synchronization. Automatic Projector Corporation, 29 West 35th Street, New York, N.Y.

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NATIONAL LABORATORIES LODI, CALIFORNIA

ASSEMBLY PROGRAMS

for April

Pastel colors signify spring activities. March ends "like a lamb," bringing April's showers, in a short interlude to be followed by May flowers and the closing of the school term. Assembly problems bring challenges and responsibilities.

The month opens with All Fool's Day, a pleasant event celebrated in world-wide merry-making. In Upsala, Sweden, local students celebrate traditional activities with funfests.

For 80 years, Columbia, Tennessee, celebrated the day as Mule Day but the local Chamber of Commerce reports that "mechanization has just about eliminated the 'Mule' from the American scene." Perhaps, something can be worked out in schools to perpetuate its continuance.

SOLVING PROBLEMS

The assembly creates unity of purpose and spirit of the school. Few patrons and administrators realize its importance in school life.

Increased enrollments cause crowded classrooms and auditoriums. Assembly problems multiply. When this happens, two assemblies are advisable. The audience must be comfortable. This is mandatory if the group is to understand and enjoy the program.

In many schools, the assembly room is a gymnasium with an end-of-the-court or a hole-in-the-wall stage. Parts of the audience sit on the sides. The program presented must compete with any show in the arena. Of course, students face each other. They want action, pageantry, and entertainment. A podium will help for speaking engagements.

However, the greatest problem arises when the assembly is held in a separate building from the school. The student body must travel to the auditorium. Most of them dislike walking.

Unity is almost impossible. The mental attitude is that the program is separate from the curriculum. Entertainment is their desire. Therefore, few assemblies and poor audience manners result.

Many of the larger auditoriums were built for musical presentations and have poor acoustical accommodations for immature voices. Inexpensive loud speakers are available and children rapidly adapt to them.

The ideal set-up is a well-lighted, ventilated, and equipped auditorium with modern acoustics

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

and the student body seated together as one unit.

Every sponsor and director needs to read Edward R. Sill's *Opportunity*. Forming the habit of singling out problems and analyzing them for solution increases efficiency. This habit will also help to maintain enthusiasm and wholesome attitudes.

Experimentation will make a sponsor wake up and produce better assemblies. It challenges the old methods and tests the new. This is both profitable and possible with understanding administrators.

A true teacher will try to overcome the disadvantages and encourage students to perform the best that they can. The truly professional director will respect the situations and maintain high standards in spite of difficulties.

EASTER ASSEMBLY

Student Council, Music and Speech Departments
Suggested Scripture—John 20:1-18

For Christians, the Day of the Resurrection is borrowed from an ancient Anglo-Saxon festival held in honor of Eastré, the goddess of springtime.

In the United States, beautiful sunrise services are presented in outdoor pageants. One is presented on Catalina Island, 26 miles off the Pacific Coast from Los Angeles, California.

Other California pageants are given at Yosemite Park, Riverside, and Glendale. Hundreds of school children, dressed in white robes, form white crosses on the mountainsides. Worship and singing unite thousands of Americans in impressive assemblies.

In the rugged Wichita Mountains of Oklahoma, the Easter pageant is a never-to-be-forgotten program. While thousands of Lawton citizens take part, 200,000 spectators assemble during the chilly night. Their quietness and arrival in the moonlight help to create an atmosphere similar to that of the Holy Land. Then the pageant is timed so that the resurrection occurs just at sunrise.

In planning the following program, the majority of this ninth grade speech class had wit-

nessed the Lawton pageant. Two students had seen the **Passion Play** at Oberammergau in Bavaria, Germany.

Since Easter comes on April 5, Good Friday is the day for traditional observance in the assembly program. This year a sacred program is appropriate.

NINTH GRADE ASSEMBLY

Easter Parade led King Peter Rabbit, Little Boy and Girl

Popular songs Chorus
Easter Hats Poetry interpretation
pantomimed by three couples.

Sacred Hymn Chorus
Legend of the Dogwood Ninth Grade Students
The Cross Old Rugged Cross
Violin Solo, Douglas Young

The parade was lead by King Peter, the Easter Rabbit, a professional bunny, loaned through the courtesy of a department store manager. Pat Bond, student chairman of the committee, made the arrangements.

The chorus members marched to the stage singing **Easter Parade**. Part of the group wore costumes of the early nineteenth century; others wore their Easter outfits.

A throne covered with green grass had been prepared for King Peter Rabbit. When the chorus assembled in proper places, popular songs were sung as two couples pantomimed "Easter Bonnet."

Rabbit songs are easily pantomimed and enjoyed by audiences, but a sacred Easter hymn was sung to create atmosphere for the next number.

The drama "The Legend of the Dogwood Cross," was introduced by a student who described the Dogwood Trail in eastern Oklahoma.

For continuity and emphasis, Carolyn Boyer read three stanzas from the poem, "Hast Thou Forgotten Me?" This oral interpretation introduced the legend. The scene showed a tree stump. Chips and blossoms littered the stage. The narrator was placed at the microphone down right.

LEGEND OF THE CROSS

Written and presented by the Ninth Grade
of Emerson Junior High School

Narrator: David hurried up the pathway to his favorite spot under the flowering Dogwood tree. It provided the right amount of shade when the sun rose high over Jerusalem.

When he reached the grassy slope he jerked to quick attention.

David: (Entering up left) Oh! my poor tree! Who has done this to me? Only yesterday it was tall as an oak. Now only a stump is left. (He cries.)

Man: (Entering up center) Boy, don't cry. Soldiers came and took your tree away. They said it would make a fine cross.

David: Cross? I thought that the dogwood's white wood was used for wheels and ladders.

Man: Yes, ladders and spokes; look at the blossoms and don't cry. (He exits right)

Narrator: Then David decided to find his new friend, The Master, and he raced out over the meadows. Then he saw Pilate's soldiers who yelled at him. (David starts to leave stage up left)

Soldier: Move on! This is no place for a boy. Be gone! (Kicks David and drives him across stage. Soldier exits.)

Narrator: The soldiers pushed him with their spears and kicked him. Blinded with fear, David came back! His beloved tree a cruel cross, he wouldn't believe it! After what seemed hours of suffering David slowly made his way back to the Dogwood tree.

David: I couldn't find the Master. There were soldiers and a white cross. The One who carried it stumbled and fell and the soldiers beat him.

Curtain closes.

Reader: (Reads the Crucifixion from John 19:17-20) Curtain opens.

Narrator: David lay crying for a long time. The sky began to darken. The lightning came and the earth trembled.

Sounds: Sounds of Thunder; lights flash. Angel appears in spotlight up center.

Angel: Never again, David, shall your tree bow its branches in shame. Never again shall



Legend of the Cross
Junior High School, Enid, Oklahoma

it grow large enough to be used for a cross. When springtime comes once more, it shall burst into bloom as always. The pink and white blossoms shall form a cross. At the edge of each petal, there shall be the nail prints and in the center will be the crown of thorns. Forever and forever your flower shall be a reminder of the Cross of Calvary. (Angel steps back)

Narrator: David was comforted when he heard the words.

Reader: Matthew 28:1-6.

Curtain closes then opens: (The cross is in the white spotlight. "The Old Rugged Cross" is played on muted violin)

Superior Voice: I am the Resurrection and the Life; he that believeth on me though he were dead yet shall he live and whosoever liveth and believeth on me shall **never** die.

This assembly was presented the last period on Good Friday. The student body left the auditorium quietly. The cast stayed for pictures.

EASTER LILY ASSEMBLY

Y-teens or Girl's Club

Suggested Scripture: Luke 12:27-32

Sometimes the lily is used to symbolize purity. An individual's life can be compared to the lily. Potentialities are found in a lifeless bulb; associates cause it to develop and grow into a beautiful blossom.

Local florists are willing to cooperate with the decoration committee. If not; paper lilies are easy to make.

The script writing committee can find several poems as "An Easter Lily" by Freeman and "Little Brown Bulb."

Musical numbers, both popular and sacred, are enjoyed. Several have the Easter lily as themes.

The Easter story is read with soft violin music as background.

Ministers will cooperate by giving a short message on the theme "Consider the Lily."

Then the legend of the lily is good material for creative dramatics.

A garden theme may also be used for the Easter program. Hymns, poems, and dramatic interpretations are appropriate but pupils can write original ones similar to the following:

The day is Easter and white lilies bloom.

Men tell of Christ's resurrection from the dark tomb.

Christ has risen from the cross on Calvary.

That's the message that the lilies tell to me.

—Sally Bush

EN ESPANOL ASSEMBLY

Spanish Club

Suggested Scripture—John 28:16-20

Pan American Day is April 14. The student audience always enjoys the foreign language assembly at any time. They are interested in our South American neighbors. Americans admire the mastery of any language.

When presented as a problem assembly, the scene is the Spanish classroom. The pupils discuss the problem and present their program as if they were giving suggestions. A quartette sings appropriate songs. The Flag Salute may be given in Spanish. A conversation in Spanish is interesting. A Spanish legend is a good number. One boy tells of a trip to Mexico. Students who have lived in Spanish speaking countries are interviewed. Questions concerning customs, sports, holidays, and school are appreciated.

For comedy, a class staged a miniature bull fight. The bull's head was made from papier mache.

Plays, pageants, and skits are available at the State Bureau of Education, Washington D. C. These include plans for Pan American Day.

Another play is to show the flags of South American countries. Their national anthems are sung and students tell about the country.

A discussion can also be presented on "Friendship With Our Neighbors."

MUSIC ASSEMBLY

The following is a program directed by Jeanette Ice given by the ninth grade at Emerson Junior High School.

I. When Johnny comes Marching Home arr. Krone

Now the Day is Over Barnby

Jesus, Joy of My Endeavor Bach

II. Goin' to Shout all over God's Heavn' Spiritual

Dese Bones Shall Rise Again Arr. Wilson

III. Grandma Grunts Kentucky Mountain Tune

Camptown Races Foster—Krone

IV. Toyland Herbert

The Halls of Ivy arr. Williams

Madame Jeanette Murray

Where in the World (but in America) arr. Waring

Ninth Grade Chorus

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SEVENTH GRADE ENSEMBLE

- V. Music of Rodgers and Hammerstein II
 It's a Grand Night for Singing ... Chorus
 "Carousel"
 June is Bustin' Out all Over
 action by Gingham Girls
 If I Loved You Chorus
 "South Pacific"
 Bali Hai Costumed Ensemble
 Happy Talk
 Costumed Javanese Ensemble
 Some Enchanted Evening Chorus
 I'm Gonna Wash That Man Right Outa
 My Hair Action Song
 "Oklahoma"
 Oh, What a Beautiful Mornin'
 10 boys in costume
 The Surrey with the Fringe on Top
 Chorus
 People Will Say We're in Love .. Chorus
 Oklahoma Chorus
 Gingham Girls and Oklahoma Boys.

SPRING SPORTS ASSEMBLY

Physical Education Department

Suggested Scripture—I Timothy 2:1-8

A spring sport assembly interests the audience. Pennants and flags, gloves, bats, and hats may be cut from paper and decorate the stage. A large baseball diamond is hung up stage center.

Track terms as: Get set! Go! may be used. Tennis fans are introduced. The terms are Safe at first, Home run, Batting average, and Sacrifice.

History of the sports is highlighted with demonstrations.

Casey at the Bat and **Casey's Revenge** are always enjoyed when given with exaggerated seriousness. Readings about Olympic heroes are adaptable.

High and low hurdle techniques make good demonstrations.

Girls physical education classes show soft ball and tennis techniques.

MATERIALS FOR APRIL ASSEMBLY

Easter issue of **Ideals**—Volume 9, No. 2 published at the Ideals Publishing Company, Milwaukee 1, Wisconsin, contains poems, stories, and inspiration for student assemblies.

Pan-American Union, Washington, D. C. will furnish bulletins and materials for Pan-American Day programs. Also United States Office of Education, Washington 25, D. C.—Division of Inter-American Educational Relations will loan plays, pageants, and skits for programs.

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50	45	33	24	23	19	16	11	10	
60	70	60	47	38	31	25	19	16	
100	81	70	60	47	38	31	25	19	
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News Notes and Comments

Classroom Teachers To Study Aboard Ship

The Classroom Teachers National Conference, sponsored by the NEA Department of Classroom Teachers, will be held July 6-17 on board the SS Nuevo Dominicano. College credit will be planned for those interested. The trip from Miami to the Bahamas, Havana, Haiti, the Dominican Republic, and Cuba, is being arranged by the NEA Division of Travel Service. For more information write NEA DCT, 1201 16th Street, NW, Washington 6, D.C.—Minnesota Journal of Education

Camp Counselors Wanted

The Girl Scouts of the United States of America are seeking camp counselors for the summer of 1953. Girl Scout camping provides an opportunity for a summer free from expense, and for earning as well.

Training for camp directors and counselors is offered by the Girl Scout organization in various sections of the country. Employment is done entirely through local Girl Scout offices. Experience, personal qualifications, and degree of training determine the salaries received.

For further information write: Girl Scouts of the U. S. A., Region Eight Office, 4550 Main St., Kansas City, Mo.—Midland Schools

Home Rooms Adopt Mascots

Mascots from the Nature Room have been adopted by each class at P. S. 116, Brooklyn, at the suggestion of Nature Curator Edna Otten. Children learn all they can about their class mascot and contribute to a class report which is contributed to the Nature Room for other classes to read. Some of the mascots chosen from the Museum of Natural History exhibits are: a chipmunk, field mouse, rabbit, gray squirrel, weasel, guinea pig, Monarch butterfly, etc.—Curriculum and Materials

The 6 R's

The teaching of "6 R's" in our schools to meet the problems of modern life is reported by the Office of Education of the Federal Security Agency in a new publication. The booklet, entitled "The 6 R's," presents in text and pictures what parents now ask schools to teach their children.

Announcing the special publication, Earl James McGrath, U. S. Commissioner of Education said, "Many surveys agree that parents want their boys and girls to learn more than the tra-

ditional 3 R's. In addition to Reading, 'riting, and 'Rithmetic, which more children today learn better than ever before, parents now want their children to learn about Responsibilities, Rights, and Relationships. They want our schools to teach boys and girls the duties of citizenship, how to make a living, and how to get along with others."

Copies of "The 6 R's" are available from the Superintendent of Documents, Government Printing Office, Washington 25, D.C.—New York State Education

Rubber Tire Roller Skates

Roller skating can be added to recreation programs at little cost or difficulty by using roller skates with rubber wheels which will not mar, scratch, or damage floors. A clamp type skate (Model No. 785-5) is manufactured by the Chicago Roller Skate Company, Chicago 24, Illinois, for use in gymnasiums, halls, and ballrooms. Roller skating is extremely popular with teenagers and provides sound, healthful recreation. Write to the company for information on how to start roller skating programs.—Recreation

Summer in Oslo

Catalogue and application blanks are now available for the 1953 summer session at the University of Oslo, Oslo, Norway. A special institute for English-speaking teachers is being offered this year in addition to regular courses.

Six semester-hour credits may be earned during the six-weeks' term, during which courses may be taken in the humanities, social studies, or education system of Norway. All courses for American students will be given in English.

Information regarding tuition, fees, and other school expenses, plus information regarding scholarships and accommodations, may be obtained by writing either Oslo Summer School Admissions Office, in care of St. Olaf College, Northfield, Minn., or to the Royal Norwegian Information Services, 290 Madison Avenue, New York 17, New York.—Washington Education

Pupil-Teacher Relationship

Cooperation is the theme of the new Office of Education publication, "How Children and Teacher Work Together." The 14th in the agency's place of subjects in the curriculum series, this booklet shows how some successful teachers work to establish rapport and guide children into productive and happy living.

The pamphlet considers how the teacher and pupil work together in all-school and classroom activities and in experiences outside the classroom. Problems of individual improvement and ways to use free time also are discussed.

The publication is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D.C. Price 15 cents.—School and Community

Air Raid Bulletin

Every teacher will want to read a recent bulletin from the office of the state superintendent of public instruction and the state director of civil defense outlining action to be taken in the schools in the event of an air raid alert.

On a **yellow alert**, which means that attack is likely, warning will be given to key civil defense personnel, school superintendents, and principals but not to the general public. Principals will alert staff members who have special responsibilities for drill, but the information will not be given to the children.

On a **red alert**, which means attack is imminent and which is signified by the public air raid signals, pupils will be directed to go to the school's shelter area. In general it is inadvisable to send them home.

White alert is the all-clear signal.

The bulletin, which has been sent to school administrators, also outlines procedures for use in air raid drills.—Washington Education

STAMPING GROUNDS

The Maldives Islands, the world's newest republic, soon will issue a new set of stamps. They will show fish of the Indian Ocean and groups of natives at work at their arts and crafts.

Cuba will issue a set of commemoratives this year honoring the 100th year since the birth of Jose Marti. He was one of Cuba's leading patriots in its fight for independence. The stamps will picture scenes in Marti's life.—Practical English

Shades of John Dewey in Baseball

Marty Marion, manager for the St. Louis Browns, when asked what he did when a member of his team made mistakes, replied:

"I don't believe in taking him aside and telling him about it. Morning workouts are the answer. You can't teach a man to play ball by talking to him. At least, nobody ever taught me anything that way. If a kid has talent and will work hard, then the way to learn is by working."—Red Smith in the **Buffalo Courier Express**.—Education

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How We Do It

SCHOOL LIBRARY SPONSORS BOOK WEEK FAIR

We had what we thought to be a very successful Book Week celebration last November and thought that others might be interested in our project.

Soon after Lawrence Junior High School opened in September the Book Week committee decided to celebrate with a Book Fair—not a Fair to sell books but a gigantic display of books where the students would have opportunity for seeing, handling, and browsing through books of their heart's desire. This was made possible by our good book friend, Mrs. Ruth Gagliardo, editor of *THE CHILDREN'S BOOK-SHELF* in *THE KANSAS TEACHER*, who supplied us with the necessary books which the children fairly "ate up" all of Book Week. Mrs. Gagliardo also loaned us several original illustrations which attracted our visitors. We accepted the Scribner Publishing Company loan of about fifty books for the Fair week which were attractive in content and appearance and represented a variety of subjects. Many books belonging to the school library were used in the exhibits. These books were all recent additions with the exception of the display illustrating the progress of children's books.

The library tables and other devices such as racks and shelves were used to display the books and other materials. Balloons, posters, and gaily colored streamers, made by students in the art department, were festooned in the library and halls of all three of our school buildings; and even some in the various classrooms proclaiming the grand occasion. There were books for everyone, every interest, and every special whim.



At the Book Fair

Local authors were featured during the week, one or two being present each day. Two of the highlights of this feature were the visits of the Kansas author from Pratt, Jean Bailey, who told about her recent book *CHEROKEE BILL, OKLAHOMA PACER*, and sang ballads for the students who gathered into the Assembly Room for this event. The other highlight was Dr. Forrest C. Allen, internationally known basketball coach, who thrilled the audience with some of the exciting moments from *PHOG ALLEN'S SPORTS STORIES*. Helen Rhoda Hoopes, retired University teacher, read some of her poetry and kept the youngsters in laughter with some of her humorous stories and anecdotes.

Every English class visited the Book Fair during the week, thus providing the privilege to every Junior High School student to visit the Fair at least once. Many of the boys and girls would rush back to the library after school, or during the noon hour, to spend more time with his or her favorite book. Often a student would be seen completely lost in his book, sitting in a corner of the room. Once, when we were looking for *GERONIMO* to hand to a visitor, we discovered a boy in the far corner of the room entirely unconscious of what was going on around him, absorbed in the story of Geronimo. Two sixth grade classes from one of the elementary schools were delighted with the new books during their visit; and squeals of laughter and joy were frequently heard as they browsed through the books. During the Parent-Teacher Association Open House, parents visited the fair in large numbers and made many pleasant comments about the books on display.

Requests were made for books that the youngsters wanted for the school library and were left in a box provided for those requests. It was soon found that the box had not been made large enough to hold all of the requests and it was necessary to empty it frequently. Interesting and attractive bookmarks, made by members of the Reading Club, were given as souvenirs to our guests. The Library Club provided note paper with printed information to use for the book requests.

A book display featuring the Book Fair was placed in a downtown store window. This seemed to create interest among people on the street and brought forth many favorable comments. Radio broadcasts by the Speech and Dramatics department were made in their weekly

broadcasts over the local radio station. Two book-skits were presented. The skits were also presented on the school stage to groups or classes at different times during the week. The Junior, our school paper, carried a double page section devoted entirely to Book Week and the book fair.

Finally, on Friday, THE MAGIC CARPET ON WHEELS, on exhibit of very rare manuscripts and old newspapers sponsored by The Grolier Society, Inc., came to our school and parked just outside the library. Most of our 740 students had the advantage of looking back into the past and seeing such masterpieces as THE BOOK OF THE DEAD. Mr. Frank Glenn, who brought the bookmobile to Lawrence, gave a vivid account of the history of the manuscripts before the boys and girls went into the bookmobile.

The Book Fair was more than just a visual impression. Handling the books, turning their pages, and browsing among books written particularly for young people was a wonderful experience in the lives of our youth and one we hope will stimulate a desire for good reading through their lives.

The high spirit of cooperation and eagerness to fulfill all plans incorporated in our first Book Fair made the occasion a school project rather than just a library activity.—Mrs. Margaret G. Lowman, Librarian, Lawrence Junior High School, Lawrence, Kansas

WESTERN LEFT THE BEATEN PATH

The Senior class of Western High School, Owensboro, Kentucky, became ambitious to do something different this year in the way of planning for closing activities. During the early part of the school year a number of conferences were held and some problems discussed were: (1) Is it necessary to have a commencement speaker each year? (2) Could the class participate more actively in the program? (3) What could be done to make the program different and at the same time create more interest?

The above questions were indeed thought provoking and certainly deserved serious consideration. In fact, the class sponsor and guidance counsellor met with the group on several occasions to give assistance in the solution of

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the problem. Later the English, social studies, and music teachers were invited to assist; and finally it was decided that a panel discussion would be interesting and instructive.

The theme chosen was "Ours to Keep." The reason for this selection was that because of world unrest, every person should know more about his country and world problems in general. Soon studies began which caused many questions such as the following to arise.

1. What caused the desire for democracy?
2. Why have so many different people been able to come to this country and live happily together?
3. What were some of the dangers faced in the planning of the American government?
4. What is the difference between the American Way of Life and Communism?
5. What are some of the major barriers to World Peace?
6. Would World Peace be practical?

To arrive at conclusions thought to be worthy, the group called on the librarian for assistance in choosing books, magazines, and newspaper articles for suitable materials. Also the Hi-Y and Y-Teens helped considerably during their weekly meetings in March and April. These groups took a course known as "Teen Talks." Each week they had panel discussions, led by citizens of the community considered to be leaders in their fields of endeavor. These talks were helpful, inspiring, and furnished opportunities to gather data on many questions involved in the study.

At the appropriate time, the class chose leaders and on commencement night presented the program in the following order.

- Processional "God of Our Fathers"
Music, "Opportunity" High School Chorus
Invocation Class President
Music, "America the Beautiful" High School Chorus
Introductory remarks and presentation of first two leaders of the panel. Their subjects were as follows:
1. Ours to keep
2. Living in a Democracy
Music, "God Bless America" Senior Class
Audience joined in the chorus
Presentation of second group.
3. Four Freedoms

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4. Threats to Freedom

5. Summary

Music, "Ol' Man River" .. High School Chorus

Soloist — A citizen of the community
Presentation of diplomas, closing chorus,
"Soon Ah Will Be Done" and Recessional

The entire program was in charge of students, including the directing and playing of the music. Naturally, the writer was interested in the outcome; therefore teachers, and interested citizens were asked to give their honest opinions as to the worth of the program. Their thoughts can be summarized as follows:

1. There was a feeling of pride because of the fine way the students conducted the program.

2. Students gained experiences that would have been impossible in the traditional type of commencement.

3. It furnished students a greater opportunity for problem solving; therefore they have a better understanding of the problems involved.

4. It furnished students an opportunity to compare the American government with many other forms.

5. Finally, greater interest was manifested on the part of the patrons of the community because of major emphasis on student conduct of the activities.—H. E. Goodloe, Principal, Western High School, Owensboro, Kentucky

**PUTTING THEORY INTO PRACTICE IN
THE H. S. STUDENT SECRETARY CLUB**

Girls and boys in the commercial courses in our high school can gain invaluable knowledge and experience by joining the Student Secretary Club during their junior and senior years.

I have been sponsoring this club. The secretarial and business training course students are eligible as long as they maintain a passing average in every subject. The students are assigned to the different school offices, to the teachers with special duties, and to heads of departments. The students work under the supervision of these administrators and teachers where they report one period—their free period—each day to re-

ceive instructions and carry out assignments according to the best office procedure.

They apply the skills they have learned in the classroom. They can put a practical application to ethics, they learn how to answer a telephone correctly and take messages, they learn how to take instructions from personnel outside of the classroom, and how to adjust to different personalities. They do work that is being used, not just being graded. They learn new skills, and practical application to stenography, typewriting, filing, and bookkeeping.

At the end of the term, a report from the supervisor of each one is sent to the business guidance counselor, who, in this case, is also the club sponsor. The report is transferred to the students' permanent cumulative record cards. These records are referred to by the placement bureau in recommending students for jobs.

Every second week we have a meeting of the club during the activity period. Here we iron out difficulties. We have a general discussion and clear up misunderstandings. We learn the use of new machines, talk about procedures, and tie up practice as they find it in their duties with theory as they found it in the classroom.

The members have maintained good grades, making it unnecessary to drop any member. These girls and boys have done remarkably good work.

This fills the gap felt by these young people from theory to practice by giving theory with practice.—Anne B. Curtin, Clifton High School, Clifton, New Jersey

**SACRED HEART PLAYS HOST TO
JUNIOR CLASSICAL LEAGUE**

With Sacred Heart High School, Pittsburgh, as host, the Pennsylvania Junior Classical League met for a day-long convention on a Saturday. 550 delegates representing 41 schools throughout the state were present.

The Reverend Coleman F. Carroll, pastor of Sacred Heart Church, opened the morning session with a welcome to the J. C. L. sponsors and student delegates. State consul Mary Lou Jones of Haverford and local consul Catherine Nutting



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then followed with words of welcome. Dr. Edmund Cuneo, Dean of St. Vincent College, Latrobe, offered the invocation. Delegates next recited the Pater Noster and the Salute to the flag in Latin. The Reverend Vernon F. Gallagher, President of Duquesne University, Reverend Mother M. Claudia Glenn, Seton Hill College, Greensburg, Dr. Michael A. DeVitis, University of Pittsburgh, and Miss Adeline Reeping, State J. C. L. chairman likewise greeted the sponsors and delegates. The opening session also included selections by the Sacred Heart choral group directed by Clayton Breneman and a choral rendition of the J. C. L. creed by the Latrobe chapter.

A Latin oratorical contest was one of the highlights on the program. Professors from the classical departments of local colleges and universities were judges in the contest. The winner, Reed Beck of Haverford Chapter, was awarded an \$800 scholarship to Seton Hill College. Robert Spangenburg, Wilkinsburg, led a panel discussion "New Activities for the Latin Club" with participants in the panel representing different schools attending the convention.

Dr. Arthur M. Young, head of the Classical department of the University of Pittsburgh gave the principal address at the luncheon meeting. The Convention agenda also included Roman solo dances and the dramatization of *Rubra Cuculla* and *Cinderella* by the Sacred Heart group and business meeting for the election of 1952-1953 state officers. A tour of the Sacred Heart campus and the Oakland district was provided for those interested.

Delegates and members of the league were guests of the University of Pittsburgh Classical Department at a classical program of movies Friday evening in the Foster Memorial Auditorium and of the St. Thomas High School Chapter, Braddock, at an informal dance Saturday evening.

In charge of the convention was Sister Maria Thecla, instructor in classical and modern languages at Sacred Heart and J. C. L. sponsor. She was assisted by Catherine Nutting, local consul, and student chairman of arrangement.—Sister Maria Thecla, Sacred Heart High School, Pittsburgh, Pennsylvania

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Comedy Cues

Like Father, Like Son

"What a boy you are for asking questions," said the father. "I'd like to know what would have happened if I'd asked as many questions when I was a boy."

"Perhaps," suggested the youngster, "you'd have been able to answer some of mine."—Ex.

"Now, children," said the teacher, "can anyone tell me the meaning of 'unaware'?"

A tiny hand waved frantically in the air.

"Unaware is what you put on first and take off last."

There was once a young lady from the Middle West who went to work in a Federal Government office in New York. She was proud of her job, so she wrote her parents about it.

"I work," she explained, "in the data analysis group of the aptitude test subunit of the worker and analysis section of the division of occupational analysis and managing tables of the bureau of labor utilization of the War Manpower Commission, which is under the Office Emergency Management."

Her mother did the only sensible thing. She wired: "Come home immediately."—Ex.

We Did It

A flea and an elephant crossed a jungle bridge at the same time.

"Boy, O boy," whispered the flea into the elephant's ear, "we sure made that bridge shake." —The Allied Youth

Take Your Choice

An official who had occasion to write to a member of the Chinese colony, mindful of the Oriental's appreciation of flowery language, and of his own duty to the cause of good public relations, ended his letter with the wish: "May Heaven preserve you always."

To the delight of the official's office staff, the Chinaman responded with: "May Heaven pickle you, too."—Ex.

Teacher: Johnny, who is the laziest person in the class?

Johnny: I don't know, ma'am.

Teacher: Who sits idly in his seat, watching the others writing and studying their lessons instead of working himself?

Johnny: Oh! Why, you, ma'am.—Ex.

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